

Examples of Linking *Foundations* to the NC Standard Course of Study

For additional examples please visit: <http://www.governor.state.nc.us/Office/Education/ConferenceTraining.asp>
(Page numbers listed below refer to the published version of *Foundations*, not to the pdf version.)

Foundations: Language Development and Communication (pp 36-41)	NC Standard Course of Study: Kindergarten English/Language Arts
<p><u>Phonological Awareness/Alphabet Knowledge/Alphabetic Principle</u></p> <p>Children begin to develop familiarity with sounds in words (e.g., listening to, identifying, recognizing, and discriminating).</p> <p>Children begin to enjoy listening to songs, poems, and books that have rhyme and word play and learn the words well enough to complete familiar refrains and fill in missing words.</p> <p>Children begin to enjoy and repeat rhythmic patterns in poems and songs through clapping, marching, or using instruments to beat syllables.</p> <p>Children begin to play with the sounds of language, learning to identify and then create rhymes, attending to the first sounds in words.</p> <p>Children begin to associate sounds with written words, such as awareness that different words begin with the same sound (e.g., Keshia and Katie begin with the same sound).</p> <p>Children begin to understand that letters function to represent sounds in spoken words.</p> <p>Children begin to make some sound-to-letter matches, using letter name knowledge (e.g., writes "M" and says "This is Mommy").</p> <p>Children begin to know that letters of the alphabet are a special category and are different from pictures and shapes.</p>	<p>COMPETENCY GOAL 1: The learner will develop and apply enabling strategies and skills to read and write.</p> <p>Objectives</p> <p>1.02 Develop phonemic awareness and knowledge of alphabetic principle:</p> <ul style="list-style-type: none"> • Demonstrate understanding that spoken language is a sequence of identifiable speech sounds. • Demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word. • Demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes).
Foundations: Mathematical Thinking and Expression (p 44)	NC Standard Course of Study: Kindergarten Mathematics
<p>Children begin to experiment with and use numbers and counting in their play.</p> <p>Children begin to make estimates based on experiences with objects (e.g., "Will this block fit in the same hole?") (Scientific Thinking and Invention).</p> <p>Children begin to use a variety of strategies to solve problems.</p>	<p>COMPETENCY GOAL 1: The learner will recognize, model and write whole numbers through 30.</p> <p>Objectives</p> <p>1.01 Develop number sense for whole numbers through 30.</p> <ol style="list-style-type: none"> a. Connect model, number word (orally), and number, using a variety of representations. b. Count objects in a set. c. Read and write numerals. d. Compare and order sets and numbers. e. Use ordinals (1st-10th). f. Estimate quantities fewer than or equal to 10. g. Recognize equivalence in sets and numbers 1-10. <p>1.02 Share equally (divide) between two people; explain.</p> <p>1.03 Solve problems and share solutions to problems in small groups.</p>

Foundations: Scientific Thinking and Invention (p 46)	NC Standard Course of Study: Kindergarten Science
<p>Children begin to demonstrate an awareness of seasonal changes and weather conditions.</p> <p>Children begin to demonstrate an awareness of changes that occur in their environment (e.g., freezing/melting, color mixing).</p>	<p>COMPETENCY GOAL 2: The learner will make observations and build an understanding of weather concepts.</p> <p>Objectives</p> <p>2.01 Observe and report daily weather changes throughout the year.</p> <p>2.02 Identify different weather features including:</p> <ul style="list-style-type: none"> • Precipitation • Wind • Temperature • Cloud cover <p>2.03 Identify types of precipitation, changes in wind, force, direction and sky conditions.</p> <p>2.04 Observe and determine the effects of weather on human activities.</p> <p>2.05 Use common tools to measure weather.</p>
Foundations: Social Connections (p 48) and Emotional and Social Development (pp 24-26)	NC Standard Course of Study: Kindergarten Social Studies
<p>Children begin to identify, value, and respect similarities and differences between themselves and others (gender, race, special needs, culture, language, history, and family structures).</p> <p>Children begin to understand relationships, roles, and rules within their own families, homes, and classroom.</p> <p>Children begin to develop an awareness of personal uniqueness, regarding themselves as having certain abilities, characteristics, preferences, and cultural identities. (Emotional and Social Development)</p> <p>Children begin to recognize that they are members of different groups (e.g., family, preschool class, ethnic groups). (Emotional and Social Development)</p> <p>Children begin to recognize, respect, and accept similarities and differences among people, including people with disabilities and those from varying cultures (E & S)</p>	<p>COMPETENCY GOAL 1: The learner will investigate how individuals, families, and groups are similar and different.</p> <p>Objectives</p> <p>1.01 Describe how individuals are unique and valued.</p> <p>1.02 Identify different groups to which individuals belong.</p> <p>1.03 Examine diverse family structures around the world.</p> <p>1.04 Recognize that families and groups have similarities and differences.</p> <p>1.05 Compare and contrast customs of families in communities around the world.</p>
Foundations: Creative Expression (p 50)	NC Standard Course of Study: Kindergarten Arts Education (Dance, Music, Theatre Arts, Visual Arts)
<p>Children begin to participate in art, music, drama, movement, dance, and other creative experiences.</p> <p>Children begin to experience and use learning in all curricular areas, including creative arts, to reinforce learning in other curricular areas (e.g., tying an art or music project into a language development experience).</p> <p>Children begin to develop awareness of different musical instruments, rhythms, and tonal patterns.</p> <p>Children begin to show creativity and imagination in using materials and in assuming different roles in pretend play situations.</p> <p>Children begin to use a variety of materials and activities for sensory experiences, exploration, creative expression, and representation.</p> <p>Children begin to plan and create their own drawings, paintings, and models using various art materials.</p>	<p>Objectives (Dance)</p> <p>7.01 Identify connections between dance and one other content area.</p> <p>Objectives (Music)</p> <p>2.01 Recognize and play pitched and unpitched instruments.</p> <p>2.02. Echo simple rhythmic patterns.</p> <p>Objectives (Theatre Arts)</p> <p>2.01 Recognize that pretend play is dramatic.</p> <p>2.02 Differentiate between dramatic play and creative drama.</p> <p>2.03 Imitate a variety of roles in family life.</p> <p>Objectives (Visual Arts)</p> <p>1.07 Explore a variety of media.</p> <p>1.11 Use all senses to gain information and awareness about their environment.</p> <p>2.09 Render their own thoughts and feelings visually.</p> <p>4.01 Create art depicting self, family, friends, pets, home, school and community.</p>